

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant			
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>	
Grant Period:	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER 2017 OCT 26 PM 1:26 GRANTS ADMINISTRATION </div>	
Application deadline:	5:00 p.m. Central Time, September 26, 2017		
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060		

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Roscoe Collegiate ISD	177901		
Vendor ID #	ESC Region #		
	14		
Mailing address	City	State	ZIP Code
P.O. BOX 579	ROSCOE	TX	79545
Primary Contact			
First name	M.I.	Last name	Title
Andrew	J	Wilson	Provost
Telephone #	Email address		FAX #
325-766-3629	awilsongrants@gmail.com		325-766-3138
Secondary Contact			
First name	M.I.	Last name	Title
Rita		Fried	Business Manager
Telephone #	Email address		FAX #
325-766-3629	rfried@roscoe.esc14.net		325-766-3138

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Andrew	J	Wilson	Provost
Telephone #	Email address		FAX #
325-766-3629	awilsongrants@gmail.com		325-766-3138
Signature (blue ink preferred)			Date signed



10/25/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Roscoe Collegiate ISD is applying for the 2017-2018 Perkins Reserve Grant to assist in the further development and refinement of the CTE Career Clusters that are currently in place. 63% of RCISD students are first generation college goers, and 42% of RCISD students come from backgrounds of poverty. It is crucially important that their high school education prepare them for college and career. Without such preparation, many if not most, RCISD students will be doomed to repeat the cycle of generational poverty that is all too common in rural Texas. Roscoe Collegiate ISD has established higher education and industry partnerships to facilitate goals for graduating 90% of students with an associate's degree and 90% of students with an industry recognized certification that aligns with a high skill, high wage, and high demand career.

Roscoe Collegiate ISD has a leadership team consisting of the superintendent, provost, campus principles, counselors, instructional coaches, teachers and community partners. This team, which meets weekly, designs the needs assessment process, evaluates it's efficacy, and determines when and how it needs to be changed. The campus needs assessments take place on the campuses using campus site-based decision-making teams. The district needs assessment is done in conjunction with the district site-based decision-making team which meets monthly.

In addition to the leadership team and site-based teams, the district also has a biomedical team and an engineering team consisting of district administrators, high school principal, key teachers in those areas, and community/industry partners. These teams meet each week. The development of the budget for this grant was done in collaboration with the leadership team and engineering team. The teams collaborated to determine how current programs could be enhanced to best provide an opportunity for Roscoe students to receive industry recognized certifications in occupations listed on the "Top 25" list for the West Central Texas – Region 9. The teams then created a plan to improve opportunities, which in turn led to the development of the budget for the grant.

With 42% of Roscoe students coming from poverty and 63% of students being first generation college goers, there is high demand for an educational program that prepares students for college and career opportunities by providing college course work and career experiences during high school. The goal for 90% of these students to graduate with an associate's degree and an industry-recognized certification positions them to move beyond the generational poverty cycle into high wage career fields in the local region. Partnering with local industry provides Roscoe students with meaningful work experiences serving the local population. Meaningful work experiences that connect education to vocation will lead to deeper learning and higher intrinsic motivation. In addition, these experiences can result in a local network between industry leaders and students, making it easier for students to enter the workforce or transition to a four year university after graduation.

The grant initiatives will be overseen by the district's provost (assistant superintendent). The district's business manager will draw down grant funds and ensure that spending has been done in accordance to the "Allowable Cost and Budgeting" guidelines. The dean of academic affairs will be working with the provost to allow for redundancy in the event that one of those personnel changes. Each of the teachers and industry partners involved in the grant understand its purpose, scope, and goals. These will be reviewed monthly during engineering team meetings.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 177901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Roscoe Collegiate ISD is committed to following all statutory and TEA requirements whether in relation to the Perkins Reserve Grant or otherwise. All students will have equal access to the programs described in this grant application as well as all other programs offered at RCISD. District personnel will answer all statutory and TEA requirements in each section of the grant application. The grant application will go through an internal review by multiple Roscoe Collegiate ISD personnel to ensure that all statutory and TEA requirements are answered.

Roscoe Collegiate ISD has a tradition of demonstrating ongoing commitment to student success in college and career readiness. During that time, the district has become the state and national model for early college high school. Roscoe's commitment to early college and STEM began with the help of grant funding, but both initiatives have been fully funded by local funds for years. The district hosted over fifty visits from other school districts during the 2016-2017 school year. This is not only an opportunity for Roscoe to demonstrate its model to others districts, but it serves as an accountability check for the district of student learning and attainment of college career readiness. The district also has a STEM Advisory Committee that evaluates the progress of the district's commitment to student success in college and career readiness twice per year. Finally, Roscoe Collegiate ISD invites groups from the outside to conduct Harvard Instructional Rounds twice per year as another measure to evaluate the district's fidelity to its initiatives. Although the program described in this grant application is beginning with the majority of funding coming from the grant, RCISD will work with industry partners during the year to create a local budget structure to continue the grant initiative after grant funding terminates.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 177901	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,500	\$0	\$2,500	\$2,500
Schedule #9	Supplies and Materials (6300)	6300	\$62,500	\$0	\$62,500	\$2,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$10,000	\$0	\$10,000	\$10,000
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$0	\$75,000	\$15,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$0

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 177901				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1				\$0	\$0
2	Educational aide			\$0	\$0
3	Tutor				
Program Management and Administration					
4	Project director			\$0	\$0
5	Project coordinator			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Data entry clerk			\$0	\$0
10	Grant accountant/bookkeeper			\$0	\$0
11	Evaluator/evaluation specialist			\$0	\$0
Auxiliary					
12	Counselor			\$0	\$0
13	Social worker			\$0	\$0
14	Community liaison/parent coordinator			\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$0	\$0
22	Title			\$0	\$0
23	Title			\$0	\$0
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay			\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 177901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	\$0
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
b. Subtotal of professional and contracted services:		\$2,500	\$2,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$2,500	\$2,500
(Sum of lines a, b, and c) Grand total		\$2,500	\$2,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 177901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$62,500	\$2,500
Grand total:		\$62,500	\$2,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 177901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2			\$0	\$0	\$0
3			\$0	\$0	\$0
4			\$0	\$0	\$0
5			\$0	\$0	\$0
6			\$0	\$0	\$0
7			\$0	\$0	\$0
8			\$0	\$0	\$0
9			\$0	\$0	\$0
10			\$0	\$0	\$0
11			\$0	\$0	\$0
66XX—Software, capitalized					
12			\$0	\$0	\$0
13			\$0	\$0	\$0
14			\$0	\$0	\$0
15			\$0	\$0	\$0
16			\$0	\$0	\$0
17			\$0	\$0	\$0
18			\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles					
19	Diesel Powered Welder	1	\$12,000	\$6000	\$6000
20	Maker Bot	1	\$8,000	\$4000	\$4000
21			\$0	\$0	\$0
22			\$0	\$0	\$0
23			\$0	\$0	\$0
24			\$0	\$0	\$0
25			\$0	\$0	\$0
26			\$0	\$0	\$0
27			\$0	\$0	\$0
28			\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$10,000	\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	122	47.7%	
Limited English proficient (LEP)	17	6.6%	
Attendance rate	NA	96.4%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	6.8	29.3%	
6-10 Years Exp.	3.5	15.1%	
11-20 Years Exp.	2.5	10.5%	
20+ Years Exp.	6.2	26.8%	
No degree	1.2	5.4%	
Bachelor's Degree	14.4	62.1%	
Master's Degree	7.6	32.6%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
85	38	33	49	46	49	53	45	44	32	30	39	37	25	605

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	3	3	3	3	3	3	3	3	4	4	4	3	45

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Via telephone/fax/email (circle as appropriate)

By TEA staff person: _____

Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Roscoe Collegiate ISD leadership, site-base decision-making committees, and board of trustees begin specifically evaluating state assessment data during the spring and into summer. Other assessment data such as PSAT, SAT, ACT, and TSI are also evaluated throughout the year as scores are reported to the school. Other academic data taken into consideration are:

- number of students and demographics of students in CTE classes,
- students in specific pathways, college hours attained per grade (9-12),
- students participating in apprenticeships,
- students testing for certification,
- students receiving certification,
- students graduating with an associate's degree,
- and student earning a bachelor's degree or master's degree after graduation.

Non-academic data considered are:

- attendance rates,
- discipline offenses and trends,
- parent involvement in meeting and activities,
- campus climate feedback.

All Roscoe Collegiate students in grades 3-12 participate in an extended project-based learning cycle that culminates in a research poster, presentation, and defense to a panel of judges. The results of this work are also used in determining the needs of the campus.

As site-base decision makers examine the data, the focus remains on the end product (students graduating with an associate's degree and earn an industry-recognized certification upon graduation from high school). Priority is given to the needs that are identified as most impactful or far-reaching across the student population. An example of this is the decision to use the funds from this grant to enhance the learning experiences, increase the potential for earning a certification, and increase opportunities for student apprenticeships in the areas of welding and design in our engineering pathway. The need was first indicated from the continual requests to be in the welding and design classes despite changes in personnel over a three-year period. Juxtaposed to the student interest is the lack of real-world learning experiences and potential for certification and apprenticeships, thus creating a need. The need falls directly in-line with the end product of students graduating with industry-recognized certification.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a great interest in the engineering pathway, but there are only two certification offerings available. Roscoe Collegiate ISD needs to create more opportunities for students to earn industry-recognized certification in welding, pipe fitting, steam fitting, VabVIEW, Autodesk (Inventor), and computer numeric control (CNC).	The implemented grant program will provide the opportunity for more students to work within their interest in welding, pipe-work, design and production culminating in industry-recognized certification in those fields. A limited number of students are currently working on LabVIEW and Autodesk certifications. The implemented grant will provide equipment for the addition of 1-4F, 1-4G, 1-2GP, and 5-6GP welding certification.
2.	Students are more engaged and successful in learning when the curriculum is rigorous and relevant. Students at Roscoe Collegiate ISD have the opportunity to participate in apprenticeships in veterinary medicine, drone flight and applications, and jurisprudence. However, there is no apprenticeship opportunity for students interested in welding, pipe-work, and design.	The implemented grant program will address this need by utilizing local industry partnerships to provide or guide the district in developing authentic apprenticeships in welding, design, and pipework. The partnership will provide opportunities for student apprentices to design and produce work specifically in response to the local needs of farmers for equipment repair and production.
3.	The welding shop and welding equipment are in need of upgrades and improvements. There is a need for welding, design, and production equipment that will enable students to produce at a higher, more professional level. Enhancing the learning environment will better facilitate the earning of industry-recognized certifications.	The implemented grant program will address this need by purchasing equipment and supplies to better enable students to learn, create, produce, and become skilled in design, welding, and pipe-work. Although not directly from the proceeds of the grant, space will be developed and enhanced to better facilitate the use of the purchased equipment and supplies.
4.	Roscoe Collegiate ISD expects 90% of students to graduate with an associate's degree as well as an industry-recognized certification. Although the district has reached and is sustaining that goal for associate's degrees, it is far below that goal for industry-recognized certifications (about 10%).	The implemented grant program will address this need by enhancing the work area, equipment, mentorship, and apprenticeship opportunities that will facilitate the learning and practice necessary to develop the knowledge and skills required for certification. More students will be able to certify in the areas of their interests and contribute to the needs of the local workforce.
5.	Studies have shown that earning potential is greatly increased for individuals who earn a bachelor's degree, and even more so for those who earn an advanced degree. Roscoe Collegiate ISD wants to help students understand the correlation between college completion and career enhancement opportunities. There may be even more need for the parents to understand this correlation.	The implemented grant program will address this need by providing supplies needed for parent-student information evenings and outings designed to inform students and their parents about the needs and benefits of a bachelor's degree. These meetings will underscore the importance benefits of using the earned certification to earn money while in college rather than going into the workforce fulltime instead of college.

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Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teacher	Highly qualified in welding as evidenced by certification and past experience.
2.	Teacher	Highly qualified in design as well as teacher certification.
3.	Teacher	Highly qualified in design and production to include CNC as well as teacher certification.
4.	Business Manager	Associate's Degree, Certified Texas School Business Official
5.	Provost	Master of Education Degree, Superintendent Certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the opportunity to earn industry-recognized certifications.	1. Collaborate with certifying agencies for assessment.	12/13/2017	01/19/2018
		2. Refine essential knowledge and skills for each cert.	12/13/2017	01/19/2018
		3. Students will build skills through practice.	12/13/2017	08/31/2018
		4. Schedule certification assessments.	02/01/2018	08/31/2018
		5. Students will take certification assessments.	02/07/2018	08/31/2018
2.	Build an infrastructure for apprenticeships and business partnerships.	1. Identify and design apprenticeship opportunities.	12/13/2017	08/31/2018
		2. Identify qualified students for apprenticeships.	12/13/2017	05/18/2018
		3. Secure placement of students in apprenticeships.	01/08/2018	04/01/2018
		4. Evaluate the program via survey response.	07/30/2018	08/31/2018
		5. Coordinate student presentations of apprenticeships	05/30/2018	08/31/2018
3.	Enhance the learning environment.	1. Order Equipment.	12/13/2017	12/15/2017
		2. Install Equipment.	01/08/2018	01/30/2018
		3. Solicit feedback from industry partners.	02/01/2018	02/28/2018
		4. Solicit feedback from students and teachers	03/15/2018	04/02/2018
		5.		
4.	Increase the number of students who earn industry-recognized certifications.	1. Recruit students to participate in the program.	12/13/2017	08/31/2018
		2. Provide student tours of the enhanced environment.	03/05/2018	03/09/2018
		3. Showcase students who have earned a certificate	12/13/2017	08/31/2018
		4.		
		5.		
5.	Increase knowledge of career-college correlation.	1. Parent-student college information meetings	01/15/2018	08/31/2018
		2. Industry presentation on the benefits of college	02/15/2018	02/15/2018
		3. College readiness experts present to students	03/15/2018	03/15/2018
		4. AVID classes explore local STEM careers	12/13/2017	08/31/2018
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roscoe Collegiate ISD implements a structure of weekly meetings that allow administrators and faculty to monitor goals and make adjustments to goals as necessary. The results of these meetings are reported and discussed at the weekly leadership team meetings and then at the monthly site-based committee meetings. Annual needs assessment and goal setting flows from this process.

For the purpose of monitoring the Perkins Reserve Grant, the engineering team will meet each week to discuss the attainment or partial attainment of the stated goals. Attention will be given to student engagement and success in meaningful work in design, production, and skill building within the following areas of certification: Fillet flat plate welding: 1F, 2F, 3F, 4F, Groove bevel plate welding: 1G, 2G, 3G, 4G, LabVIEW, AutoDesk, CNC. Each team member has the freedom and responsibility to weigh in on the progress of goals. If it is agreed upon by the team that a goal has been set inappropriately and thus must be adjusted, the team will work together to decide what the best adjustment should be to ensure the success of the student.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Roscoe Collegiate will create and sustain a private enterprise initiative for Edu-Weld as Roscoe Collegiate and our business partners have visualized, created, and sustained since business partnerships 2012:

- Collegiate Chiropractic & Wellness Center – Dr. Nick Anthony operates a private business and teaches students on the main campus of Roscoe Collegiate High School
- Roscoe Edu-Vet – Under the on-site direction of veterinarians Dr. John Dedwylder and Dr. Betsy Oesch – Roscoe Collegiate Edu-Vet veterinary hospital providing services to small companion animals, cattle, and horses at the Roscoe Collegiate Agricultural Research Center on Interstate 20 west of the RCHS main campus
- Roscoe Collegiate Edu-Drone – Collegiate Edu-Drone developed drone curriculum for high school students and markets that curriculum globally through our corporate partner Office Depot (2,200 stores in 59 nations and online). With our business partner, New Amsterdam Global Solutions LLC, Roscoe Collegiate's FAA-licensed drone pilots offer commercial drone services to clients in agriculture, energy, infrastructure, real estate, cinematography, emergency response, community development, & other sectors at our Broadway campus.
- Roscoe Collegiate looks forward to sustaining our welding career opportunities after the Perkins Reserve Grant program timeframe through our Edu-Weld business initiative.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evaluate the number of certifications earned in welding, pipe work, and design.	1.	The number of certifications earned in welding, pipe work, and design.
		2.	
		3.	
2.	Evaluate infrastructure/business partnerships according to effective apprenticeships.	1.	Industry partners will complete a survey about the program's effectiveness.
		2.	Students will complete a survey about the apprenticeship experience.
		3.	Teachers will complete a survey about the effect on student learning.
3.	Evaluate the learning environment effectiveness for earning certifications.	1.	Industry partners will provide feedback on the learning environment.
		2.	Teachers will evaluate the alignment of equipment and certification tests.
		3.	Visiting schools will provide comparative feedback via questionnaire.
4.	Evaluate the number of students earning industry-recognized certifications.	1.	Record and track the number of students earning certifications.
		2.	
		3.	
5.	Evaluate student understanding of the career-college correlation.	1.	Sign-in sheets for informational meetings about the career-college design.
		2.	Students will complete a survey to evaluate level of understanding.
		3.	Record and track the number of students who graduate with a bachelor's.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected from a variety of sources and personnel. The teachers will collect ongoing data on student acquisition of skills as well as anecdotal data from day to day instruction and ongoing informal feedback from industry partners. These data will be brought to the weekly meetings. Teachers will also administer surveys to the students. The provost will create the student, teacher, and industry partner surveys in collaboration with the district statistician and the district's higher education partners to ensure that valid research protocols are followed. The provost will administer surveys to teachers and industry partners. The dean of academic affairs and district statistician will collaborate to collect and track data reflecting the number of certifications earned, the number of students earning certifications, the number of students completing the associate's degree, and the number of students who earn a bachelor's degree. The district PEIMS clerk will provide data reflecting the number, demographics, and attendance rates of students participating in the program.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Throughout a series of meetings, the engineering team including our industry partner, New Amsterdam Global Solutions LLC, discussed the West Central Texas-Region 9 list of top 25 occupations making above Texas median wage of \$34,550. The team identified the occupations that align with local industry as well as the district's current offerings. The team further considered whether there were occupations that did not align with current offerings for which it would be feasible to begin offering training.

Considering the identified need to increase industry recognized certifications in the engineering track along with increasing student interest in engineering, the team identified the following occupations: pipefitters, steamfitters, welders, cutters, solderers, and brazers. The team discussed ways that the engineering design and construction groups work together and how the two groups could provide service to local farmers and other local industries by designing and producing specific items that would otherwise need to be ordered and shipped. Combining the two groups includes the targeted occupations listed above and adds manufacturing design elements and certifications.

The team further recognizes that since the district already offers welding and manufacturing design instruction, so that it is very feasible to enhance those opportunities while adding pipe-work.

Roscoe is in the center of a globally intensive energy, agriculture, infrastructure, and manufacturing region. This intensity presents valuable opportunities for our students to enhance the industries' commitment to our region and sustainability in our region. Our industry-qualified students will have high-paying career opportunities through the programs identified in this application.

Roscoe is the center of the most intensive wind energy construction and operations region in the Americas (North America and South America), and one of the top 4 wind energy operations regions in the world. More than one-third of USA wind energy operations are within a one-hour drive of Roscoe. Roscoe is in the heart of the USA's most intensive agricultural sector in sectors such as cotton, wheat, cattle, sheep, and goats, with the sector's ranch operations agricultural mechanics needs. Roscoe is in the Permian Basin, one of the world's top 5 oil and natural gas regions. One of our local energy and manufacturing business partners (originated and headquartered within 10 miles of our campus) provides up to 70% of the global market of certain nuclear radiation detection equipment. Another of our local energy manufacturing partners (an expansion from Argentina) supplies for than 50% of the USA market for a major wind energy electric substation equipment devices. Yet another wind energy company business partner locally has this month begun a comprehensive wind turbine component recycling industrial center here. Roscoe is on the chosen route for many new (since 2010) and pre-existing oil and natural gas pipelines that must be safely constructed and operated in our region. Three new natural gas power plants have been approved and are awaiting construction within 25 miles of Roscoe.

Our students need to be prepared to work seamlessly across multiple operations sectors, such as power plants (wind, solar, natural gas, solar, and nuclear), high voltage transmission (we are the center of a new \$7 billion state high voltage grid network infrastructure system launched and completed in the last decade), and oil and natural gas production (U.S. Department of Energy estimates that there are 30 billion barrels of oil below Roscoe (Cline Shale as part of the eastern Permian Basin). Production agriculture will intensify here as USA and world population grows through 2050 and beyond.

Statistics demonstrate across all of these sectors that a majority of qualified professionals are of retirement age with a substantial drop-off to young, incoming workers. Roscoe Collegiate is committed to training and educating highly qualified new career entrants into these sectors.

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TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Roscoe Collegiate's engineering program prepares students in robotics, drones, welding, and agricultural mechanics to work in high-demand occupations and careers such as welding, pipefitters, steamfitters, cutters, solderers, brazers, operating engineers, construction equipment operators, electrical power line installers and repairers, industrial machinery mechanics, wholesale and manufacturing sales representatives, first-line supervisors of construction workers and extraction workers, sales representatives, computer user support specialists, and more.

Roscoe Collegiate's demonstrated commitment to 90% and higher graduation of high school seniors with associates degrees activates well-rounded supervisors, technicians, and adaptable industrial leaders. Our students have an opportunity through our engineering pathway to combine precise technical skills with collaborative skills in diverse course offerings, team projects, and co-curricular experiences such as Edu-Law, one-act play, debate, robotics, welding, computer-aided design, technical writing, technical research (from 3rd grade and onwards), and critical thinking exercises.

Roscoe Collegiate's engineering pathway includes:

9th English I	10th English II	11th English III/	12TH Engl 1301/1302 English IV/ Engl 2311/ 2326
Geometry (Algebra I 8 th Grade)	Algebra II/ Math 1314	Precal/ Math 1316	Advanced Math
Chemistry (Biology in 8th grade)	Physics	Scientific Research & Design I Chem 1411/1412	Scientific Research & Design II
Fine Arts - Musi 1306	U.S. History/ Hist 1301/1302		Government/ Govt 2305/ Economics
P.E.	Spanish I	Spanish II Span 1411/1412	Psyc 2301/Govt 2306
AVID I	AVID II	AVID III	AVID IV
World History	Spch 1315 or 1321	College Elective	
Psyc 1300	Engineering Design and Presentation I	Engineering Design and Presentation II	Practicum
Principles of Tech.	Computer Program I	Computer Program II	Extended Practicum

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TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

High School Course	Associate's Degree	Bachelor's Degree (Texas Tech)
English III	English 1301/English 1302	ENGL 1301/ English 1302
English IV	English 2311/ English 2326	ENGL 2311/ English 2326
Algebra II	Math 1314	-
Precalculus	Math 1316	-
Independent Study Math I	Math 2313	MATH 1450 - Calculus I
Physics	Physics 1401/1402	Core Curriculum
Scientific Research and Design I	Chemistry 1411/1412	CHEM 1407/1408
Professional Communications	Speech 1321	COMS 2358 - Business Speech
Government	Government 2305	POLS1301 – National & State Govt.
Special Topics in Social Studies	Government 2306	POLS 2302 - American Govt Policies
Music Appreciation I or Art Appreciation	Music 1301/Arts 1306	ARTS 1301
Spanish II	Spanish 1411/1412	Beginning Spanish I and II
Psychology	Psychology 2301	Core Curriculum
Computer Programming I	COSC 1315	COSC1415
		Engineering Track
		ENGR 1206- Engineering Graphics
		ENGR 1315 - Intro to Engineering
		CE 2301 - Statics
		MATH 1452 - Calculus II
		MATH 2450 - Calculus III
		MATH 3350 - Differential Equations
		PHYS1408 - University Physics I
		PHYS 2401 - University Physics II

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

New Amsterdam Global Solutions LLC based in Roscoe and Sweetwater will work with local and regional industrial businesses to place qualified Roscoe Collegiate students in appropriate and meaningful paid internship and apprenticeship opportunities. New Amsterdam and Roscoe Collegiate will work with local farmers, ranchers, municipalities, and industry for qualified students to perform direct paid projects for commercial clients. New Amsterdam has extensive network connections in such industries as wind, oil, solar, and infrastructure.

Eagle Railcar Services is one of the nations's leading independent providers of railcar repair services. Eagle is located in Roscoe and is located adjacent to the Class 1 Railroad mainline of UP (Union Pacific) and eight miles from the Class 1 Railroad mainline of BNSF. Qualified welding students at Roscoe Collegiate will have paid project opportunities at a national leader in their field. Eagle facilities are AAR Tank Car Certified (M-1002) and Quality Assurance Certified (M-1003). Some of the Eagle services include General Shop Services, Railcare Repair & Maintenance, Heavy Wreck Damage Repair, Mobile Repair, Tank Car Requalification, and other projects.

Ludlum Measurements, Inc., is a global leader in radiation detection equipment manufacturing and service. Ludlum is headquartered eight miles from Roscoe Collegiate in Sweetwater with almost 400 workers. Ludlum has multiple affiliates in Sweetwater, as well as Tennessee and London. Ludlum and its affiliates have multiple shop work, manufacturing, and engineering career opportunities.

Texas State Technical College (TSTC) partners with Roscoe Collegiate in welding education, training, and certification roles.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

New Amsterdam Global Solutions LLC is based in Nolan County and provides in-bound and out-bound services to USA and international clients in energy, rural development, and related sectors. New Amsterdam founded and operates collaborative private sector initiatives based in and around Roscoe that have provided student education and career opportunities for more than a decade. Some of these initiatives include Texas Wind Energy Clearinghouse and Cline Shale Alliance (oil and natural gas) that activate collaborative development opportunities for regional communities, schools, universities, businesses, industry, and international partners to maximize economic development and career opportunities. For example, New Amsterdam launched a paid high school and college internship program in 2005 that included more than 40 interns (some of whom worked for up to eight years from high school freshman to college seniors) from a half dozen high schools and a similar number of universities and colleges – exposing the interns to direct working relationships with billionaire energy leaders, major companies, international clients and consular leaders, manufacturers, regional elected officials, economic development strategists, thought leaders, USA and international media interview opportunities, and many more.

New Amsterdam has hosted roughly 100 energy and infrastructure conferences across Texas and the Great Plains, and high school and college interns have played a significant role in these conferences. Students' direct activities, including leadership roles, have included conference administration, logistics, marketing, advance & onsite registration, VIP hosting, presentation management, website development, photography, and other assignments. Students regularly worked on industry sites with technicians and energy leaders in wind, solar, and oil. Interns were given frequent and direct interaction opportunities with national energy & thought leaders such as T. Boone Pickens and Ted Turner. Students frequently hosted international leaders such as consuls general and consular staff. Local interns participated at national energy conferences at venues such as Los Angeles and Dallas.

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TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

To assure sustainability and maximum value to students, Roscoe Collegiate will invest the Perkins Reserve Grant into student opportunities by creating an Edu-Weld initiative that trains students, tests students for certification, creates meaningful paid internship and apprenticeship opportunities, and establishes an ongoing private business enterprise ("Edu-Weld") that enables qualified students to meet client needs in agriculture, industry, public sector projects, and collaboration with complimentary Roscoe Collegiate engineering and ag mechanics projects.

Edu-Weld will provide certification opportunities for students and outside industry across the spectrum of basic and advanced combination welder skills and competencies:

- Flat plate
- Pipe
- Combination welding
- Pipeline welding

Edu-Weld will conduct ongoing business response to client requests. As an agriculture and energy center, Roscoe has traditionally had one or more local welders responding to business needs. As with many traditional business services in rural areas, those service providers dwindle, and Roscoe as of 2016 has been left with no ongoing commercial welding service providers. Roscoe Collegiate will step into the gap to assure ongoing welding business solutions for local and regional customers.

As a new intensive center for energy and infrastructure, Roscoe will also have intensifying needs and opportunities for qualified welding service needs. Our qualified and certified welders (current qualified Roscoe Collegiate students and certified graduates) will work with Edu-Weld team members and business partners to explore ongoing new business opportunities, to network with potential business opportunities, and to market and expand private enterprise business opportunities.

Roscoe is the center of immense ongoing and projected energy, infrastructure, and agriculture welding opportunities. Roscoe is an important center globally and regional for such welding-intensive sectors as oil & natural gas pipelines, power plant construction & maintenance, high-voltage transmission, wind energy, and solar energy. The energy projects require ongoing related infrastructure such as offices, hotels, residential expansion, and the spectrum of ancillary buildings and infrastructure.

Roscoe Collegiate will create and sustain a private enterprise initiative for Edu-Weld as Roscoe Collegiate and our business partners have visualized, created, and sustained since 2012:

- Collegiate Chiropractic & Wellness Center – Dr. Nick Anthony operates a private business and teaches students on the main campus of Roscoe Collegiate High School
- Roscoe Edu-Vet – Under the on-site direction of veterinarians Dr. John Dedwylder and Dr. Betsy Oesch – Roscoe Collegiate Edu-Vet veterinary hospital providing services to small companion animals, cattle, and horses at the Roscoe Collegiate Agricultural Research Center on Interstate 20 west of the RCHS main campus
- Roscoe Collegiate Edu-Drone – Collegiate Edu-Drone developed drone curriculum for high school students and markets that curriculum globally through our corporate partner Office Depot (2,200 stores in 59 nations and online). With our business partner, New Amsterdam Global Solutions LLC, Roscoe Collegiate's FAA-licensed drone pilots offer commercial drone services to clients in agriculture, energy, infrastructure, real estate, cinematography, emergency response, community development, & other sectors at our Broadway campus.
- Roscoe Collegiate looks forward to sustaining our welding career opportunities after the Perkins Reserve Grant program timeframe through our Edu-Weld initiative.

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TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Roscoe Collegiate will intensify our welding certifications through the Perkins Reserve Grant. Roscoe Collegiate will teach welding skills, test for certification of welding skills, match qualified students with appropriate and meaningful welding internship and apprenticeship skills, and prepare certified students with high-paying welding and related career opportunities.

Roscoe Collegiate will focus on combination welder training, education, testing, certification, and career opportunities. Roscoe is in the geographic center of multiple intensive welding job skill needs and welding career opportunities. Roscoe is in the center of energy opportunities and welding needs: wind, oil, solar, high voltage transmission, pipelines (oil and natural gas), power plants, manufacturing, and infrastructure needs. Each of these aspects requires multiple types of welding skills.

Roscoe is in the center of an intensive agriculture region: cultivated crop farming (cotton, wheat, other grains and crops), ranching (cattle, sheep, goats, and exotics), agriculture processing, and value-added opportunities. All of these activities require welding for construction, expansion, maintenance, and general operations.

Roscoe Collegiate will prepare our students for combination welding competence with flexibility, adaptation, and market resilience. We intend for our students to be the first hired, last released, most valuable, and most flexible to handle multiple tasks and market cycles.

We will educate, train, and administer industry-grade and industry-certified competency exams for the broad range of combination welder skillsets. Within each discipline, we will train, test, and certify from basic to advanced skills and competency within each discipline and then from more basic to the most advanced combination of skills in horizontal, vertical, and combined techniques in the following standard welding classifications that are progressively more advanced from flat plate to overhead in various metal combinations and various angles of connection:

Fillet Flat plate welding: 1F, 2F, 3F, 4F

Groove bevel plate welding: 1G, 2G, 3G, 4G

Advanced pipeline welds:

- Rotates horizontal pipe: 1GP
- Rotating/Fixed Pipe is Vertical: 2GP
- Fixed Horizontal pipe does not rotate: 5GP
- Fixed 45-degree: 6GP

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Roscoe Collegiate's 2017-2018 Perkins Reserve Grant use would help integrate Roscoe Collegiate's existing engineering program offerings and develop future synergies among the programs as technology, industry, and career opportunities expand and adapt to emerging market conditions.

Welding -- Welding is a traditional career track at Roscoe Collegiate based on the region's long history and central role in agriculture and energy. With the assistance of this Perkins Reserve Grant, Roscoe Collegiate will significantly enhance welding skill offerings, intensify industry certifications, and match qualified students with rewarding and meaningful industry apprenticeships and internships. Roscoe Collegiate would launch a community business enterprise that enables qualified students to perform appropriate and useful welding tasks for businesses, farmers, ranchers, industrial clients, municipalities, and others through an allied commercial Edu-Weld business enterprise.

Robotics – Roscoe Collegiate has operated a successful state and national robotics program for ten years. Through the Perkins Reserve Grant, Roscoe Collegiate would be able to undertake a more comprehensive integration of robotics students with welding and other engineering initiatives for more holistic and critical thinking approach to projects. Roscoe's "Plowbotics" team members undertake commercial robotics projects for agriculture and other clients.

Edu-Drone – Roscoe Collegiate launch its Edu-Drone initiative approach to drone (or Unmanned Aerial Vehicles—UAV) education in 2015. Edu-Drone has worked actively with the robotics program, and Roscoe Collegiate is preparing drone design, engineering, and manufacturing initiatives that will require active collaboration between Edu-Drone, robotics, agricultural mechanics, and Edu-Weld. Edu-Drone students train for, test, and earn their Federal Aviation Administration (FAA) Part 107 commercial pilot licenses. Edu-Drone FAA-certified students operate commercial drone missions for business, industry, cinematographers, municipalities, emergency responders, agriculture, energy, and others.

Agricultural Mechanics – Ag Mechanics is a traditional career track at Roscoe Collegiate due to Roscoe's central role in agriculture since the community's founding. As agriculture and related fields have become more technically intensive, Roscoe Collegiate's agricultural mechanics students are more integrated with other engineering fields. Our use of a Perkins Reserve Grant would facilitate the project and career opportunities of Ag Mechanics with Edu-Weld, Edu-Drone, and Robotics in collaborative academic, career, and business opportunities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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